DOCUMENT RESUME

ED 072 818 LI 004 172

AUTHCR	Taylor, Richard L., Ed.
TITLE	LTAS in the Library Manpower Picture; Proceedings of Annual Workshop (3rd, Chicago, January 28-29, 1972).
INSTITUTION	Council on Library Technology.
SPONS AGENCY	Chicago City Colleges, Ill. Wilber Wright Coll.
PUB DATE	72
NOTE	71p.; (0 References)
AVAILABLE FROM	Richard L. Taylor, Publications Chairman, Council on Library Technology, Wilbur Wright College Library, 3400 North Austin Ave., Chicago, Ill. 60634 ($3.50)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Conference Reports; *Employment; Job Placement; *Library Technicians; *Manpower Development; Manpower Utilization; Occupational Information; Recruitment; Subprofessionals; *Training; Workshops

ABSTRACT

The significant theme dominating the Council on Library Technology's Third Annual Workshop was one of defining the problems that beset Library Technical Assistants (LTAs), training programs, directors of programs, administrative staffs of junior and community colleges, and anyone connected with the use of middle level personnel in libraries. Workshop participants discussed the following: LTA programs in regard to recruitment, attrition, faculty, curriculum, salaries and placement; the need to define LTAs in terms of analysis of tasks, routines and problem solving responsibilities; the processes to be followed in establishing new programs and a program director's responsibilities; problems of recruitment; and a five point plan for placement. (The proceedings volume of the Second Annual Workshop is ED 059 742.) (SJ)

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LTAS IN THE LIBRARY MANPOWER PICTURE

Proceedings of the Third
Annual Workshop
Sponsored by

Council on Library Technology,
Central Region

Co-sponsored by
Wilbur Wright College,
City Colleges of Chicago

January 28-29, 1972
Chicago, Illinois

Edited by
Richard L Taylor

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Published in
Chicago, Illinois

LI 004 172

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TABLE OF CONTENTS

Preface 1

Program 3

Status Quo
Bill Hensley 4

Why Hire an LTA?
C. James Wallington 19

The Program Coordinator's Job
Duane R. Paulsen 28

I Want To Be a Library Technical Because....
(Recruitment)
Alice Naylor 39

Placement Need Not Be Perplexing
Barbara E. Chernik 47

Variations On a Theme -- A Summary
Dorothy Johnson 61

Appendix One:
Table 1 - Number and Percentage Of Responding Institutions By Role In LTA Training 65

Table 2 - The Incidence Of Full-time and Part-time Faculty To the Incidence of Full-time and Part-time Directors 65

Table 3 - Approximate Course Distribution By Three Subject Areas 66

Appendix Two:
Sample Questionnaire 67

PREFACE

Regional meetings of COLT are programmed to be prepatory to the annual meeting held in early Spring. It became quite evident at last year's annual meeting in St. Louis that one of the pressing problems facing COLT, LTA Coordinators, Advisory Committees and LTAs themselves was that of employment. What jobs? Where? How do they come about? How does one find them? How does this influence training and course content? What can be done about it? Whose responsibility is it?

Such questions immediately set off a chain reaction among those concerned with meetings, such as this, to be held during the year, 1972. Employment, then, with all of its ramifications, would be considered in all aspects.

Workshops, or annual meetings, or seminars, or committees cannot provide all the answers. Such groups, however, working together can do much important ground work as the preliminary to action.

Although guidelines and criteria now exist, Bill Hensley reported on the status of LTA programs, many which predate the criteria itself.

Jim Wallington quite clearly enumerated reasons why library technical assistants may or may not be considered for employment.

Responsibility, in many instances, rests on the shoulders of the Program Coordinator who must understand the needs of his students and the demands of the employer as Duane Paulsen pointed out.

Alice Naylor said that recruitment is very closely connected to employment. Honesty with the student and with the employer is of utmost importance at all times.

This theme was repeated by Barbara Chernik as she pointed out the need for concrete procedures in placement.

We found, as you will, that although the end product is satisfactory employment, there is much that must be done before this can be achieved. The workshop was valuable, as indicated in Dorothy Johnson's summary, in pointing out places where we must concentrate our efforts.

The editor wishes to thank all who participated in the Workshop and those who served with him on the program committee: Noel Grego, Sister M. Chrysantha Rudnik, and Richard Campbell.

And without the cooperative efforts of my administration and library staff, the meeting would have been impossible.

The editor
November, 1972

P R O G R A M

FRIDAY, JANUARY 28, 1972
Presiding: Richard L. Taylor

9:00 a.m. Registration

9:45 a.m. Status Quo
Bill Hensley, Reference Librarian, Southwest College, City Colleges of Chicago

11:00 a.m. Why Hire an LTA?
C. James Wallington, Director of Publications, Association for Educational Communications and Technology, Washington, D. C.

12:30 p.m. Luncheon

Presiding: Sister M. Chrysantha Rudnik, CSSF

2:00 p.m. The Program Coordinator's Job
Duane Paulsen, Director of Libraries and Coordinator, LTA Program, Sauk Valley College, Dixon, Illinois

SATURDAY, JANUARY 29, 1972
Presiding: Mrs. Noel Grego

9:30 a.m. I Want To Be a Library Technical Assistant Because . . . (Recruitment)
Alice Naylor, Coordinator LTA Program, University Community and Technical College, University of Toledo

11:15 a.m. Placement Need Not Be Perplexing
Barbara Chernik, Instructor, LTA Program, Kenosha (Wisconsin) Technical Institute

12:30 p.m. Luncheon

1:30 p.m. Variations On a Theme (Summary)
Dorothy Johnson, President of COLT and Coordinator LTA Program, Cuyahoga Community College, Cleveland

STATUS QUO
Bill Hensley

As the Council on Library Technology was founded after the majority of the library technical assistant programs were established, and since the ALA Draft of Guidelines for Training Programs for Library Technical Assistants was formulated even later, the question arises, how well do the existing programs conform to the standards and criteria proposed by ALA and COLT? To provide information for an answer, I prepared a questionnaire to elicit relevant information from the directors of existing programs. Offering substantial advice and assistance in this project were Dr. Lester Asheim, Sister Mary Chrysantha Rudnik, and Mrs. Noel Grego.

The questionnaire, a copy of which is attached, was designed to evoke brief but complete responses concerning library technical assistant programs. Where possible, questions requiring simply "yes" or "no" responses were asked. More complex questions provided multiple-choice checklists or opportunities for open-minded responses. As a whole, the questions posed to the respondents called for factual data with little or no evaluative remarks. Space was provided following those questions to which more detailed responses might be needed to clarify unique characteristics in a local situation. Following a section of identifying information, the questionnaire was divided into four areas of inquiry: program planning; the director and the faculty; curriculum; and, student

recruitment and placement. The structure of the questionnaire was modeled on the 1969 ALA Criteria for Programs to Prepare Library Technical Assistants: A Statement of Policy. Throughout today's presentation, reference will be made frequently to the Criteria quoting from it as it concerns related questions.

Additional data for the study was obtained through the cooperation of Mrs. Noel Grego. During April, 1971, Mrs. Grego conducted a survey to provide material for the 1971 COLT Directory of Programs in Progress or Projected. Because the data base of our surveys overlapped, Mrs. Grego agreed to permit the inclusion of the COLT data in this paper in the form of summary tables and descriptive narrative.

The questionnaire was sent in May, 1971, to 121 institutions listed in the 1969 Council on Library Technology Directory.

Seventeen replies were from colleges which had not yet established their projected programs, or had decided not to establish a library technology training course at this time. To account for the rejection of the proposed programs, the agencies cited economic infeasibility, staffing difficulties, and the fact that the analysis of the survey taken by an advisory board deemed the project impractical. One other school did not consider itself qualified to be part of the study and returned the questionnaire unanswered. These eighteen responses are not included in the summary discussions that make up the body of this paper.

Of the other seventy-two responding programs, sixty-one were still operating at the time of the study, while the rest had

discontinued teaching LTA classes (see Table 1).

The summary descriptions of the questionnaire data which follow are arranged in the same sequence as found in the questionnaire. Data from the COLT survey will be noted. To account for the discrepancy between the total reporting institutions tallied from the two studies, it is necessary to say that there were a number of institutions replying to one, but not to the other questionnaire. Of the institutions included in this study, the COLT survey yielded information for forty-seven colleges currently teaching library technology and seventeen which had either discontinued their programs or had yet to begin formal teaching of the LTA curricula.

Since 1967, as you know, the number of LTA programs in the United States has expanded greatly. During the two years, 1967 and 1968, twenty-six colleges identified by this survey organized technical assistant curricula.

Encouragement to establish library technology programs appears to have come from many fronts. The most frequently checked items in the list provided in the questionnaire, in order of preference, were: (1) the request of the local library community, (2) the request of students, (3) state requirements for junior colleges to maintain a specified portion of technical-vocational programs, and (4) the need for in-service training. Additional reasons for establishing the program volunteered by the respondents center on requests of the faculty, findings of the advisory committee, advice of the trustees or the dean of instruction, and more often, the

initiative of the library director and staff. Some schools cited instances of training programs developed with government grants for two-year vocational programs for the unemployed. Another school's program was established with the collaborative help of a chapter of the Special Libraries Association. An arrangement made between a medical center and a junior college to train medical library assistants will be discussed later in this report.

Concerning the local advisory committee the Criteria states:

> "Any community or junior college contemplating a program for Library/Media Technical Assistants should, as a first step, establish a local advisory committee."[1]

Forty-four programs report appointment of advisory boards prior to the initiation of formal classes. Eight of these disbanded the committee once the program had been established despite the Criteria recommending that they continue to function. An additional ten enlisted the services of an advisory board after the program was already established. Thus, at the present time, forty-six programs have a functioning advisory committee although not all of these operate in conformity with the recommendations of the Criteria.

The Criteria further states:

> "Before any course is planned, announced, or offered, the local advisory committee should: Investigate local needs for such a program. . . . No program should be announced or started without a positive recommendation from the local committee after such investigation."

According to the replies received, surveys were conducted by thirty-three programs. Principally to determine the placement

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[1]American Library Association, Library Education Division, "Criteria for Programs to Prepare Library Technical Assistants," ALA Bulletin, 63 (June, 1969), 787-794.

potential for graduates, they were also used to (1) determine where library technical training would be most useful, and (2) publicize the projected program. That the survey was a means of publicity in seventeen instances suggests that the establishment of the program in those cases was a foregone conclusion.

A statewide survey conducted by the state library agency was reported as being instrumental in the establishment of the program of a Pennsylvania respondent. A copy of that survey report taken in 1968 was enclosed with the completed questionnaire for the present study. The purpose of that study was to assess the possible need and use of library technical assistants. School and district libraries voiced a nearly unanimous approval of the program and indicated employment opportunities. The public, college, and special libraries expressed a need for such graduates but lacked funds to hire them. As a result of the study, the respondent submitting the survey instituted an LTA training program.

Other formal surveys were taken and copies of the results submitted along with the completed questionnaire. One college posed a series of questions to measure the extent to which specified duties were performed by subprofessional staff. Probing further, the study asked whether certain tasks could not be better done by one with less than graduate training. The final portion of the study was to resolve the issue of whether LTAs would be hired. The resulting summary disclosed a vast majority favoring the program with slightly more than half expressing a willingness to hire graduates.

Although formal surveys were not taken by a number of program directors, personal contacts with members of the local library community spurred the library administration to initiate courses.

The checklist provided in the questionnaire elicited few additional responses as to the committee's role in curriculum planning and no further remarks as to faculty appointments. A single school stated that the board was not used in the planning of curriculum. The comments of two programs said that the advisory board had (1) specified areas in which the program would concentrate and (2) helped design curriculum by identifying tasks LTAs might do in the library. As to the role of the committee in regard to faculty appointments, nine of the seventy-two made recommendations while none of the rest had a voice in this aspect of planning.

Since the question concerning present duties of the advisory committee was unstructured (open-ended), the replies lacked uniformity but can be loosely grouped. The majority (twenty-four) stated that the committee's role was simply "advisory" with no elaboration as to capacity. Two programs indicated that the board met at the request of the coordinator. As for the remaining twenty, the committee acts as a reviewing agency making suggestions for curriculum improvements, providing employment assistance (or internship placement), publicity, and discussion of management problems.

Relating to the administrative framework for programs the Criteria suggests:

> "The program should be administered under the appropriate instructional department rather than the library, and have

its own full-time director other than the administrator of the college or learning resource center."

The data used from the COLT Directory, 1971 discloses that thirty-four of the forty-seven responding programs are self-contained occupational programs administered separately from the library. Of the sixty-one LTA programs reporting to the author of this paper, forty have a part-time director while only twenty-one have a full-time director -- a ratio of 2:1.

Once again referring to the Criteria, we find that:

"The director should never be the sole member of the instructional staff."

Of the twenty-one programs with a full-time director, only three have any full-time faculty, fourteen have only part-time faculty, and four have no additional faculty at all. Among the forty programs with a part-time director, only four have any full-time faculty and the remainder have additional part-time faculty only. (See Table 2).

Faculty for the LTA programs have been almost wholly recruited from the professional library staff of the college offering the program. The options offered the staff for the additional responsibility of teaching are either released time from regular library duties or additional hours with extra salary. A few (seven programs) employ instructors from off the campus, usually staff from nearby public libraries or the local school district.

The only item in the survey which sought to examine the facilities provided by the libraries in which the students are

to be trained asked the size of the book collection and the number of volumes in the library science classification. The standards for junior college libraries suggest a minimum of 20,000 volumes for a student body of 1,000. As there was no available data concerning student-body size, it is not possible to say whether these programs currently teaching LTA classes do meet standards. However, seven of the reporting colleges have book collections which fall below the minimum standard of 20,000 volumes, and thirteen schools hold collections which could be considered marginal, that is, ranging from 20,000 to 30,000 volumes. Resource material in the library science classification is lacking in a number of institutions. Six programs have fewer than 100 volumes in this classification and six others have only 100 to 200.

The Criteria continues:

> "The curriculum should reflect program objectives and should be based upon a set of clearly stated goals for the total program. It should provide for upgrading of appropriate level library/media center employees as well as recent high school graduates."

Forty of the seventy-two programs had clearly stated objectives, nineteen had no formally stated program objectives, and the remaining thirteen gave no reply. The institutions which supplied brochures of the programs generally included the objectives in the descriptive narrative of the flier. For the most part the content of the statement was similar from school to school. The briefest statement was simply, "This curriculum is designed to prepare students to work in semi-professional

positions in college, school, public and special libraries." More often encountered is a description of the level of work an LTA can expect to perform, the nature of the responsibilities he will have, and the curriculum offered by the college for this specialized training.

The brochures often state the objectives in terms of job descriptions. Routines to be followed in the performance of supervised duties as related to the technical training offered are included in these descriptions.

A third type of brochure found among those submitted by responding colleges poses a series of rhetorical questions about the qualifications desired and the preparation needed to become a library technical assistant with brief statements of the program's aims. Some of the questions one college considered are: What is a library technical assistant? What are the duties of a library technical assistant? What are the personal qualifications of an LTA? What are the employment opportunities for a library technical assistant? What preparation does _____ College offer a future LTA? What library techniques are stressed in the curriculum? and What degree is offered upon satisfactory completion of the program?

The Criteria recommends that the general education courses constitute 50 per cent of the program, the library/media courses constitute approximately 25 per cent of the total curriculum, and related specialized courses should constitute approximately 25 per cent of the total program. Table 3 shows the approximate

breakdown of these three areas of study.

The core curriculum recommended in the Criteria is:

"a. Introduction to the Library/Media Center field, and types and forms of materials.
b. Support operations for technical services.
c. Support operations for public services.
d. Practical experience and supervised field work (practicum)"

These areas appear regularly in the course offerings in the programs reported. A fifth area, audiovisual services, was suggested in the proposed Criteria and will be considered part of the core curriculum in the present study.

All five courses appear in the class listings of twenty-eight programs. The audiovisual course was absent from nine listings, while public services and the practicum were not offered in seven, and the twelve remaining programs omitted one or two specific titles but included the material in different combinations with other courses. The data did not disclose the extent to which laboratory experience was incorporated into the course offerings.

Most programs allow little alternative LTA curriculum beyond the core courses. Of those which do, Children's Library Service is the most frequent elective (seven programs). There are other opportunities to select courses in Young Adult Service (one school), Public Library (two schools), School Library (three schools), Special Libraries (one school), and Photography (one school). The opportunity to select optional courses in related fields is more prevalent (data processing, business math, etc.).

Even though the majority of the programs do not offer a great degree of specialized coursework, some programs are developing

curricula to train technical assistants for particular para-professional job opportunities. A program still in the planning stage is a cooperative effort of a medical center with a community college to design a Medical Library Technology Program. The faculty will be supplied by the medical center. Another school offers both Library Technology and Audiovisual.

Some of the course descriptions of the junior college technology programs justify fears of the library profession that the LTA training does indeed encroach upon that of the graduate library schools. One college offers Materials Selection -- Children and Young Adult, and Library Administration.

Another school cites a similar course: Library Science 54, Introduction to the Selection of Library Materials.

There are instances of courses in Advanced Reference Work but the descriptions fail to elaborate in any detail. One program includes this statement within the summary of its introductory course: "Administration and establishing of Library - including Communications - Public Relations, and display work and report writing."

Few published statements of the LTA programs make an incisive distinction between the lower division credits of an undergraduate curriculum and upper division courses in library service. While none of the forty program brochures state that the courses could substitute for upper division credits, some intimate that their training would enhance further library education. An example of this is "...students who wish to transfer to a four-year college

or university in library science may use the technical training available in the . . . program as a basis for study towards a professional library degree."

Only three schools explicitly declare that one interested in a professional degree should take lower division requirements for the college to which one is transferring, rather than the program of LTA training: (1) "Those students who feel an interest in entering the field of professional librarianship are encouraged to complete work for the B.A. or B.S. degrees rather than to undertake the LTA program." (2) "The program listed on this page will not be accepted by graduate library schools in lieu of their own training program...." (3) ". . .Students may transfer their credits from Liberal Arts courses. . ."

The effectiveness of the recruitment program cannot be gauged by the means of publicity employed by the responding colleges. Eleven schools make no effort to recruit students. The forty-eight (of sixty-one) colleges with recruitment programs rely heavily on brochures to focus attention upon the vocational opportunity offered by the college. Local and community newspapers, as a public service, publicize the program. Of even greater importance than the newspaper is the campus career counseling office. As the exact form of advice given cannot be extracted from the data, the extent to which the technical assistant program is promoted by the counseling office cannot be determined. Direct contact with the local high schools is yet another way of stimulating interest in the LTA program. Further mention was made of the support

offered by former students, the advisory boards, local women's clubs, and the public library.

The entrance requirements are generally those of the college admissions office. Only eight of the sixty-one schools have additional requirements and these are minimal: five request typing skills, two require a "C" grade or better in the introductory course to continue the program, and one requires successful performance on an entrance exam. One college that requires at least a "C" grade for the first course admitted that there were administrative problems in enforcing the standard.

Three-fourths (45) of the active LTA programs included in the survey provide placement service for their graduates or will do so when graduates are available to be placed. The service is performed by two agencies of the college -- the library staff (or program coordinator) or the placement office. An established procedure for placement does not exist for sixteen of the colleges, but three indicated a willingness to recommend students to possible employers upon request of a hiring institution.

Placement records are maintained by thirty-five of the responding colleges. Furthermore, three additional schools keep files of student placement even though there is no employment service on campus.

Only twenty-four of the forty-five colleges offering placement facilities ask prospective employers for job descriptions of positions to be filled. Although prior knowledge of the position was lacking, the majority believed that the students were being

hired to perform duties suited to their training.

The responses for the first five questions of the survey were tallied separately for programs which had been discontinued. The eleven colleges in this category which replied to the survey seemed to have been slightly less well prepared to establish a program than the sixty-one schools which are still training LTAs. More than half did not appoint an advisory committee. Only three indicated that a survey was taken to determine employment potential of graduates or that there was an interest in the professional community for such a service. While a number of the discontinued schools did not reply to the question concerning objectives, only two actually affirmed that they had developed this guide to course development.

The colleges which had disbanded their programs justify the action for a number of reasons. The foremost cause given for eliminating the program from the vocational-technical curricula of the school was the lack of employment opportunities (seven schools cited this as a factor), budget problems in the local school districts accounting for the greater portion of these. Insufficient student interest, too many demands on the library staff to continue a full schedule, and the loss of teaching staff are acknowledged as having contributed to the closing of the four other programs.

The attrition rate is high -- 12 per cent in this survey alone. The Council on Library Technology and the American Library Association established guidelines too late to help those which

have already perished but both organizations are actively working toward professional recognition of this level of library employee and more definitive structural organization.

This study describes the nature of existing programs for LTA training as revealed in the responses to a questionnaire. The focus is on the extent to which current programs conform to the recommended standards and criteria, although it is recognized that few of the programs have had the benefit of the Criteria to guide their preliminary steps of formation.

An encouraging feature of this survey is the fact that many of the programs set standards of their own which anticipated the official criteria, and many others give evidence of attempting to raise their standards to meet the criteria. The importance of an advisory committee, for example, is being recognized by programs which have never used such a committee. Ten programs which initially did not consider it necessary to employ the services of an advisory board have since appointed one. Weaknesses in the book collection, overlooked by twenty colleges, might have forestalled the founding of these programs if advisory boards had been effectively used. This kind of failure is not so likely to occur as LTA training programs are introduced in the future.

WHY HIRE AN LTA?
C. James Wallington

I started writing this speech a number of times in several different ways -- each time with a "scholarly" quotation and accompanying rhetoric. And, being in the media field, I started to think in terms of multiple images, and stereo sound and film clips, but somehow it didn't come off. So, I started this version and decided to simply tell you what I feel, perhaps, the reactions of a confirmed cynic.

I'll start by flattering you. After that you may feel threatened, perhaps frightened, perhaps enraged and I hope that finally you'll feel good -- that you'll see light at the end of the tunnel -- but that you'll be quite aware that the tunnel is long, very dark and filled with all sorts of things that may gobble you up, your programs and your students.

First, the flattery. It revolves about whom I perceive you to be. You're troublemakers. You're a problem group. You want to change things. You're rebels. You're people bucking the establishment -- people who are saying, in effect, "There is a different way to do things and we are going to give it a try."

What you're saying is not uncommon -- it's being said today throughout the field of human services. It's happening in medicine, in education, in social services...and in library work. But you had better be ready to take a bit of flak as you try to make changes. The fact that you are here means that you are daring to

be different. COLT has a fascinating history -- it's not fighting for security and status as many large organizations. I don't even think that it has reached the point yet where the prime objective is to keep perpetuating itself. I have the honest feeling that if a majority of you here today agreed that COLT was a detriment to the LTA and the people who teach LTAs you would probably dissolve it. I think that you are all problem oriented, that you all believe in what you are doing and saying, that you all think that there must be a change in the way a library offers services to its patrons, and that the Library Technical Assistant can be one hell of a good way to make that change. Now the real world. Let's face it -- You're not all <u>that</u> altruistic. You're working within established programs. You're not picketing ALA. And you may be ignoring the input of the LTA himself. There are only thirty-some here in a total membership of over 180.

Also, in the real world, there's no wildly enthusiastic acceptance of your product that I can see. While there is a <u>gradual</u> acceptance of the Library Technical Assistant, I fail to see the stampede for his services. And why not? If the LTA idea is so good, why don't people accept it? Where are the stumbling blocks? If you have such a better mousetrap, why isn't the world out there trampling on your geraniums and tearing down your door to get him?

Is it that:

1. you are not selling the idea well enough?
2. your product isn't all that good?
3. the library world is keeping you out?

I'll cop out for a minute -- especially since I really believe that there is no single answer to the questions. And now, I'll get to the topic that Dick Taylor gave me and I quote "...a topic for your talk might be something like, Why Hire an LTA? but give more in the text than just job descriptions."

Before I can tell you why you should hire an LTA, let me tell you what I think an LTA is and, while I'm at it, what a technician is. The first thing we do is to avoid getting hung up in words, important as they are. I want to tell you what a technician is by what he does and how he goes about his work. We pulled our definition out of a research project based on over 150 direct on-the-job observations and analyses of people at work.

Work is the key word. The work that people do can be broken down into tasks, some large, some small. The size of the task really depends on what you're looking for. I'm going to start at the bottom and work up -- small self-contained tasks first. Consider "typing catalog cards"? The typist gets a list of information, a sample card or cards, and some instructions about what to type where. The task is to take the information from a list or sheet and operate the typewriter transferring the information correctly to the card. A separate but related task may be to check the list of cross-references already prepared and then type identical cards with the cross-reference term at the top. Another task may be to copy from a master list onto cards those approved cross-references under a given subject heading. Note at this point, all of the tasks I talked about have definite beginnings and endings and

specific instructions which are contained in the job. If problems come up which are not in the instructions, the person doing the work is not responsible for solving the problem. This kind of work, simple discrete tasks with self-contained instructions, are what we call aide level tasks. I believe the library field often uses the words clerks or pages.

At this point, I will mention for the first time a point that I'm going to hammer home all morning. The task itself has its own level of complexity. It doesn't matter who performs the task. Just because a catalog card is typed by someone with a graduate degree in library science does not mean the actual task is any more difficult than it is if performed by someone with a grade school education. This is perhaps the hardest myth to break and those who resist it the most will be those people who are unnecessarily performing below their level of training and supposed competence. These people are the most likely to resist any changes on a personal basis.

But, back to the concept of work. Some of these individual tasks can be sequenced to make a routine. And there may be a number of different sequences that could reach a single goal. For example, the goal might be a correctly processed catalog card. There may be several steps involved in reaching this desired goal or output. One single person may perform those steps or he may assign other people to do them. This is the level of work we call the technician level.

Technician level tasks are usually routines or sequences of

related tasks. The important part to remember is how the technician gets his instructions and how he goes about a job. While the aide has a single task at a time, with specific directions for each task, the technician may have a number of ways to come up with the same output. His assignment is in more general terms but with a specific output -- he knows what he must produce and he knows in fairly concrete terms. This is the area where I would put Library Technical Assistants.

There is a final and third level which I call specialist. Most people call this the professional -- and unfortunately keep calling it the professional level no matter how many subprofessionals and paraprofessionals dislike the term. The big difference in this class is that the work assignment comes in the form of pretty general problems. To use a cataloging example, a specialist level task might be "to develop cataloging processes that serve the clients better." Now that's a nebulous assignment, if ever there was one! But if there was a pat and easy answer, a set routine, an exact and unvarying procedure, the task would not be considered a specialist level task. These levels, by the way, are based on a set of Worker Instruction levels used in the job analyses we did in our research project.[1]

The "real" difference between aides, technicians and specialists is not so much what they do -- whether reference work

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[1]National Education Association of the United States. Dept. of Audiovisual Instruction. Jobs in Instructional Media by C. James Wallington and others. Washington, [1970].

cataloging or audiovisual, but how they go about it -- and how they look at their work.

A technician, by our definition, may use theory in his work, may consult handbooks or reference sources, may supervise other staff, chooses from various alternatives to turn out a product or service. The emphasis then is that the technician gets his "work assignment" -- his goal or output in relatively concrete terms. But he may have a number of ways to reach that goal. This means that in addition to stuffing the technician full of "facts", his teachers must teach him how to apply these facts, how to think for himself, how to work without a supervisor laying out every step for him.

And, this applies equally to the technician in technical processes, in patron and community relations, in media production, and in -- believe it or not! -- library management. The LTA, if he can live up to this overall definition of a technician has tremendous potential -- more potential than most employers and many of you may realize. You are not -- or should not be turning out an advanced clerk or aide. If that is how you see your students, close your program. Through your training programs, you are redefining libraries and librarianship. I told you earlier that you were troublemakers -- and you'll get your share. Part of your troubles will be getting your students hired -- and hired at the right level.

I am going to tell you why people will not hire an LTA. The LTA has three basic obstacles to his hiring -- ignorance, the current

economy, and inertia. The ignorance I have just mentioned. People don't really understand how an LTA can help them. You, singly, and as a group, must tell them, then tell them again, and again, and again. There is an enormous selling job to be done.

The second problem is more difficult to deal with and I can only hope it will pass. Unless I am mistaken in my interpretation of the hiring situation today, there are more librarians than jobs. Remember I said that each task had its own level, no matter who did it? That is true, but it is also true that when the specialist and the technician compete for the same job -- the same bunch of tasks -- the specialist has more chance of landing the job. And right now, that competition for jobs seems to exist. Hopefully time will change it either by an increase of jobs or a reduction in the number of specialists or technicians.

The third problem, inertia or resistance to change, may be the hardest to overcome. There are all sorts of inertia. When someone hires a technician or LTA, he must organize tasks to make the best use of him. He must set up his organization and his processes so that the LTA does indeed get a work assignment that is neither too complex for him nor so simple as to be a waste of his skills. The nature of his specializations also means that he is more likely to be employed in larger libraries where the staff is large enough to permit some work specialization.

Another area of inertia to be overcome may be the traditional relationship of librarians to patrons. The word technical and the concept of technician don't mean that an LTA can deal only with

words and things. As more and more processes get automated and people in libraries want more human contact, the LTA can really fill a need, but there may be an enormous resistance to overcome when you try to convince a library director that the LTA can answer relatively complex questions about the library itself or in specific content areas.

You will also fight the inertia of specialists or professionals who have been working at a technician level. You will threaten these people directly and will get a violent reaction. Thank heavens there aren't that many of them -- I hope. And you will threaten a number of library schools, especially at the graduate level. You are quite often teaching the same things they are teaching -- the same skills -- and offering associate degrees while they offer graduate credit. But don't get overconcerned about that because they take their students past the skills you teach. But the overlap will almost certainly cause friction.

So, why indeed hire an LTA? I can answer the question in general. It will be up to you to answer it specifically according to the skills your graduates have. Here are three general reasons for hiring an LTA:

First, it will force the employer to think about how his library operates and what his staff does. This alone should make the LTA an invaluable asset. The motivation to evaluate what you are doing and how you are doing it is hard to measure in dollars.

Second, the injection of specially and recently trained people into any system should give it new life. If you do your

training job well, your LTAs will help by selling themselves on the job.

Third, in the long run, the LTA can save the library money -- either in real dollars if services are kept at the same level -- or in a cost ratio if services are expanded. To show exactly how a library can do this is your job since it depends on the skills your graduates have.

But right now, the burden of proof is on you! I'm certain you are training someone to fill a need and that the test of time will bear you out. In the meantime, you must spread the word.

It's your job to help your graduate in every way possible -- especially at this point in time. You have to train him well, ten place him, follow him up to see how he's doing, and sell the LTA concept every chance you get. Now it's your job, not mine, to tell people why to hire an LTA.

THE PROGRAM COORDINATOR'S JOB

Duane R. Paulsen

When Dick Taylor contacted me several weeks ago asking me to speak before the Council on Library Technology, I must admit that I had several reservations. Before accepting the assignment, I wanted him (and now, you) to be aware of some facts: (1) Sauk Valley has a very small program, (2) We serve a rural area in which small public and school libraries predominate, (3) The courses, with few exceptions, are taught as part of the regular assignment by the Learning Resource staff, and (4) Because of what we feel are local needs, we give an overall survey of library work.

I realize that our curriculum is not as some would desire -- but it is a viable one. The primary consideration is this: Does it do the job it is supposed to do? Please remember that the program coordinator has several responsibilities. He must set up a curriculum that is educationally sound and meets the needs of the area; he is a part of the total college organization and must adhere to its policies, politics, and procedures; And perhaps the most important point, he must be fully aware of what is involved in, and the limitations of, the Library Technician program. In other words, know thyself.

I think that the best way in which I can talk with you about the role of the LTA coordinator is to give you a word picture of Sauk Valley College and its Library Technology program. Bear in mind that this is only an example of how a program can be developed

and directed. In reading the proceedings of the 4th annual COLT meeting, The Coming of Age of LTAs, I feel that there are many programs such as ours throughout these United States and Canada.

Saul Valley College is located in rural Illinois, approximately 100 miles west of Chicago. It is a community college -- quite typical of any other in the state. It is a comprehensive two-year school offering both occupational and transfer programs. Sauk Valley came into existence in 1965 to serve the needs of a large territory located in a rich farm land. Three fair-sized communities -- Dixon, Rock Falls, and Sterling, make up a large share of the approximately 100,000 population base. The college itself, which is situated on the Rock River almost at the mid point between Sterling and Dixon, first opened its doors to students for the fall semester, 1966. Enrollment for the fall semester, 1971, was slightly over 1600 headcount.

The Library Technical Assistant program was developed by my predecessors during that first year, 1966. In reading through old correspondence I noted reference to developing programs in other parts of the U.S. From them the concept of what was to be done was formed. The idea of a two-year terminal program was developed. An idea of what type of people would be attracted to the program, staffing, and cost, was formulated in a generalized manner.

At this point there is no real basis for actually embarking on an LTA program. According to the ALA Criteria for Programs to Prepare Library Technical Assistants (Deininger Report) the library director should pull together a local advisory committee.

As we well know, the librarian is often a very lonely person in faculty circles, when it comes down to questions or problems involved in your work area. If the library director is involved in the normal library operations -- not even considering being concerned with the growing pains of a youthful community college -- he cannot or should not develop the survey or hire a program director without some outside guidance. The advisory committee is very adequately spelled out in the above mentioned work. I have several thoughts, based on experience, that perhaps depart from these guidelines. These all revolve around how involved the advisory committee will be in the selection of a director and organizing the curriculum. Think about your particular local situation before asking people to serve on the committee. Distance is a definite consideration. If meetings are hard to arrange, you might weigh the advantage of more area members versus those from a distance. In a rural area such as where Sauk Valley is located, this is a handicap. Not so in a metropolitan area. After the LTA program becomes a reality, one or two meetings per year may be sufficient. It is important to have various points of view represented on the committee. Among others, my present committee has representatives from a library system, local public and school libraries, and the Northern Illinois University Library Science faculty. At the beginning, the advisory committee should be concerned with screening program director applicants and drawing up a tentative course of study.

At this point there are again two courses of action. Based

on population base and a "guesstimation" of the need for technicians, a survey would be the next order of business. If at all possible, I would hire the LTA program director at this point. If in a rural area the library director will also be LTA program director, there will be no problem here. The point I am making here is that the LTA program director can gain a tremendous knowledge of the community via the survey. An LTA program, much like any other terminal program in the community college, must be geared to the particular needs of a community as well as providing basic background training. More about the survey later.

What qualities are desirable in a director, or what can a director be expected to do? The qualifications for a director are the same as for a professional librarian in any other library capacity. The basic requirement would be a master's degree in library science. Equally important is experience. I cannot conceive a director organizing a viable program without good practical experience. How can you structure units of instruction in circulation, typing of catalog cards, etc., without full knowledge of the desired outcomes expected, the problems inherent in each operation? If the director is from an area similar to the community in which the LTA program is being established, his background could be beneficial in organizing the program. Whether or not to hire a local person to head up operations can be argued in several ways. I don't intend to argue the merits either way. Above all, you will want a person who is willing to do some pioneering and has a spirit of independence.

Where does the LTA director fit into the college hierarchy? This is important because much of your administrative work necessitates dealings within the administrative structure. You most likely will report to a Dean of Instruction or Technology. A full time director should be independent of the library director and able to function on the same basis as department chairmen. He is expected to sit on various committees and councils both to represent his program and keep abreast of general college developments.

Now I will return to the survey. In an area where the LTA program is to go all the way -- full time director, the whole bit -- it would be advisable to make the survey before appointing him. Unless you can prove the need to your college administration, I doubt that they would allow you to hire a director without supporting facts. Unfortunately, too many programs of all types are hastily begun in developing institutions and the shake-out can be painful at a later date.

The initial survey should give an insight into how many potential jobs are available and the kinds of library supportive positions. This would be the basic data needed to determine the feasibility of establishing the program. Going a step further, I would want to refine the raw data to establish the following basic conclusions: Would there actually be positions for LTAs -- in other words -- would libraries be prepared to incorporate LTAs in their hierarchy and pay them at a rate higher than clerical? What would be the attitude toward LTAs? Depending on the types

of libraries in the survey, what curriculum would best fit the particular local needs?

The person undertaking a survey will of necessity start with a mail questionnaire to every potential employer. It's better to cover too much territory rather than not enough. Provided he gets sufficient returns (a second mailing may be necessary) he will classify and refine the raw data as the next step. After this is done I would want to make personal visits to representative libraries to interview librarians and clerks alike. Beside the good will of personal contact, you gain a "feel" for the libraries and carry on meaningful conversations concerning particular needs, local desires, etc. Of prime importance here is the gaining of support and awareness of the LTA program. Speaking from experience I have found that there is an underlying fear on the part of public librarians in that they feel threatened by the technician. Please remember that outside of the metropolitan area, few public librarians have much formal library training. If in such a situation, how would you react to hiring a graduate of a college training program?

Another survey finding of value would be a determination of whether or not local libraries could afford to pay for an LTA. I emphasize this again because, other than offering courses to upgrade existing library personnel, it does not make much sense to attract local people to a program if meaningful jobs are not available. A survey was conducted during the fall and winter of 1967 in the Sauk Valley area. In the summary of that survey it

states that twenty-six out of ninety-two respondents planned to hire library technicians -- a total of 35 to 45 possible positions. These findings came out after the LTA program had started but gave support to the program. Unlike a university, community colleges are basically aiming at area employment in the terminal programs. This past year over two-thirds of the job inquiries came from outside our college district. In our district a majority of the LTA students have no intention of leaving the local area.

Experience is still the best teacher. Unfortunately we make many mistakes before we gain the experience that helps us bypass difficulties. I am saying this while looking back over three years of experience as a community college learning center and LTA program director. If I could have had the above input prior to assuming command at Sauk Valley, some mistakes could have been avoided. Allow me to interweave the position as it is and how I think it should be:

One of the initial concerns of the LTA director is a curriculum. What is to be included? By now there are some fairly well-defined patterns, yet I have seen some that appear to be carbon copies of graduate offerings. If possible, the director should be on the scene months prior to the start of classes so that he can have things in readiness. Of importance is that he fully understand what a technician is and will be doing in a library. Concentrating on this definition it will soon be apparent that the course of instruction must include the traditional areas of order preparation, materials processing, and public services. Now he must be careful --

the desired outcomes must be specifically tied into each course. Local needs play a part here. In an urban area with a sophisticated library structure the training must be more exacting, meticulous detail observed. In rural areas such as mine, instruction must be more general, all encompassing, to prepare people who can step into a variety of situations -- one of which could be the librarian in a small community. Finding myself in such a situation, I must introduce students to the basics of Dewey and cataloging, administrative routines, etc. There are those who say that this is not a function of the technician, but remember, you must do that which will make the best employable product.

Getting back to the advisory committee, at this time it would be wise to call them together and go over the total curriculum. I find the ideas put forth by my advisory committee to be enlightening and valuable. It never hurts to have an outsider looking in and sometimes asking the obvious question that you took for granted but needs to be spelled out.

Construction of each course is done in a conventional manner. Course objectives are a must because the primary aim of the program is specific outcomes in procedures. Rather than the theoretical you are aiming at detailed processes.

In most situations, programs and courses must be approved by a college curriculum committee. The LTA program director must make this presentation, to answer questions, defend content, and perhaps make modifications if warranted. This is a slow process but so necessary because in this manner the college builds a total

curriculum that, hopefully, is well rounded and practical. After curriculum committee approval it may be necessary for the Dean of Instruction, Technology or what have you, and the college President to okay the program and courses. This may take months.

Within the past year in Illinois, all new courses and changes must be forwarded to the State Board of Higher Education for approval. State reimbursement is so much per student hour in approved courses. This is a powerful lever. Curriculum changes are now carefully formulated and submitted. Approval may take months to be enacted.

Curriculum revision is an on-going process with the LTA director. Through constant feedback from employers, practicum coordinators, and students, you gradually refine courses to ascertain the most desired outcome. This is extremely important and can be very time consuming. This year we went from two sequential practicums to one more expanded course. The request for this came from supervisors who felt that LTA students did not have sufficient coursework prior to practicum assignments. The advisory committee felt this to be a very good change. The curriculum committee approved and state approval is pending. Practicum will now be offered only during the spring semester after all library coursework has been completed.

Staffing of the LTA program can present difficulties. Unless it is a large program, the program director will be teaching some of the courses. The simplest would be to have full time faculty. In a small program it is not unusual for every member of the library

staff to do some teaching. Part time faculty members are also quite common, pulled in from outlying libraries. In such a situation the director has his work cut out for himself. He must come up with a schedule that meets the needs of students while on the other hand working in a faculty that has schedules independent of what you may desire. Chances are that each course will only be offered once a year -- or every other year as at Sauk Valley -- so conflicts must be avoided. Night classes are very common. It is not easy to guide such a faculty because most would work as independents with little interaction between instructors. The director's work is again cut out for him in melding the parts into a whole, supervising instruction, and making the entire program meaningful. It may mean a very odd personal schedule if the director is to be on hand when instruction is taking place.

The LTA director is also very involved with meeting student needs. I find a majority of our students to be part timers, picking up a class or so each semester especially at evenings. Many have library connections. The director should interview each applicant, especially explaining the concept of the LTA program and job opportunities. Especially important is an explanation of the difference between a technician and a professional librarian. In my program I counsel students, attempting to draw out their ultimate goals. I do not hesitate to counsel students away from the program should they be inclined toward a graduate degree. All is not black and white. I often encourage these people to take a course or so to gain a feel toward library work.

Another important facet is the continual contact with the community at large. The director should draw the local librarians in to support the program. In this way he can help develop positions, appropriate pay scales and an understanding of what its all about. This he does through personal visits to libraries, on campus workshops, etc. Directors of all kinds of technical programs view this as one of their most important functions.

These, basically, are the major duties of an LTA program director. There are a multitude of administrative details that I could elaborate on -- student record keeping, advising students and planning their schedules, routine college paperwork, etc. This would be the same no matter what area you are working in.

The position of LTA program director is unique in itself. You may start from scratch, develop a program tailored to your specific needs, work with a part time faculty and students, and perhaps after a few years the program may be dropped because the local need has been fulfilled. Its an interesting life, sometimes frustrating, some very memorable moments, all in all a rewarding position.

I WANT TO BE A LIBRARY TECHNICAL ASSISTANT BECAUSE....

Alice Naylor

I once had a secretary who would only half listen to me rattle on when I dictated to her until I began to enumerate the points I wanted to make. Then, she said, I knew what I was talking about. So to impress you that I know what I'm talking about we will have numerous enumerated items in this talk.

First, it is important to note that this talk will not be based on experience in recruiting LTAs. I have conducted an extensive two-year federally funded recruitment program for professionals. Some of what I say will be based on that experience.

There are twenty-nine people in the LTA program at the University of Toledo. Some were originally recruited by Suzanne Gill, others recruited themselves. I do intend to recruit in all of the high schools in the area and among potential second career people wherever I can find them. The theories upon which I will base such a recruitment program is what I am presenting to you today. If you don't like them or do approve of them, I hope you'll say so and perhaps we will all go away with a recruitment plan better than we could have devised alone.

My next two points are by way of introduction. Once upon a time when I was about to get up to speak in front of a group for the first time, I received what I have found to be some very good advice. A friend (and expert) said a good speech

requires two things: (1) the speaker must be as interested in his subject as he expects his audience to be (and I am), and (2) always say something provocative (I will, and I hope you will fight back.)

I want to begin with what I think are two important premises necessary for a successful recruitment program. First, any recruitment plan will fail -- or be second rate -- if we do not remember that we are recruiting people, not students, not technical assistants, not age groups, nor numbers, nor dollars. The responsibility is awesome -- we are approaching people who have dreams, aspirations, fears, abilities, sensitivities, anxieties, needs, and probably limited information about libraries. We are using all our powers of persuasion, with the help of MacLuhan's Media, to convince them to devote their lives to library work. Well, we had better be honest and we had better remember that they are people. I suppose what this means to me is that each recruit has different dreams, aspirations and potential. Each expects the opportunity to develop that potential. It is his main concern and should be ours. There is no prescribed pattern nor definition to any job -- no job descriptions nor list of functions to be performed that can program what actually happens in the course of one human being living and working out his job. Ideally, he expresses what he is and develops himself in relating to the work. We must not become so fixed or rigid about jobs, careers, titles, or people so that dreams cannot be met.

Second, (in case you've forgotten, this is the second most

important premise) in my opinion we, as librarians and coordinators of LTA training programs are not qualified to recruit LTAs. There are two reasons why I consider this premise valid. One, we are "professional" -- all of our training, experience, background, and thought processes are those of librarians. In recruiting we are in essence speaking to subordinates and sounding like it, too, no doubt. In many cases, mine included, I have never done the work that LTAs will be expected to do. Bailiffs are not recruited by lawyers or judges; nor waitresses by nutritionists. Airline managers do not recruit stewardesses. Our image is wrong.

The second reason we are not qualified to recruit is because we have a vested interest. We need students to have a job. However, the recruit becomes a student so he can find a job. We do not guarantee this as part of his schooling. Yes, we spend quantities of energy working with employers. In spite of all that, the teacher can provide neither the "image" of an LTA, nor a paycheck -- the two most important factors to a potential recruit!

The obvious next questions is who should recruit? Let's begin with the needs of the potential recruit. He will want to visualize himself in a completely new role and environment. He will want to visualize himself as a student in our community college. He will want to capture in his imagination an image of a Library Technical Assistant for identification purposes and he will want to meet the employer and test his relationship to

the on-the-job environment. To meet these needs our recruitment program will have to include three elements: (1) someone or something to describe the college, the facts about enrolling, life on campus, and what is expected of students, (2) one or more real-life Library Technical Assistants who can say "this is my job, I do thus and so and I like it. Why don't you be like me?" and (3) someone or something to represent the employer answering the questions "what are the jobs? would they be pleasant to work for? and how much do they pay?"

Perhaps the rest of you are fortunate to work in a college which has an active recruitment program so that our first element is no problem to you. My college is part of a university and has a minimal recruitment program. My solution to the problem is to take along a member of the counseling staff, which is responsible for recruitment, and have him present the college to the potential recruits. We also have a slide presentation about the campus which can be set up in school libraries for continuous showing.

I have some audiovisual materials which have incorporated elements two and three but before we look at them (and the video tape) I have some more opinions I'd like to share:

(1) High school seniors are the best student targets. Very few students are going to have had life-long aspirations to be LTAs. For one thing, they never heard of it and for another, they wouldn't be caught dead in a library. Seniors, however, are getting up tight about facing the job market and about finding

meaningful work to do. They are receptive to suggestions -- even about libraries.

(2) The best recruiters for high school seniors are LTAs themselves...the young ones, the good looking ones, the men. No one has the enthusiasm that they have for the job and I have found that they can describe their job better than the employers -- which you will see in a minute. LTAs will describe their responsibilities without using condescending terms such as supportive, assistant, nonprofessional, etc. To them, their job is meaningful in itself, and they are not handicapped by being "professional" and defensive about it. When professionals recruit among a mixed group, there may very well be potential professionals in the group. We find ourselves describing all levels (another condescending word) of positions in the library. LTAs don't have that trouble. In the Protean (which, by the way, is for sale) are quotes from LTAs about their work. There is a strong indication here that they know what they are doing and that they are not always sure what librarians do. We do spend too much time trying to label people and jobs and not enough in being professional -- that is, in seeking out the information needs of people and disseminating that information.

(3) We should contact programs, such as New Careers, and in this way help to establish positions for potential students. Libraries have a chance, through these programs, to erase some of their institutional racism by providing opportunities hitherto unavailable to minorities. Once given opportunity, of course,

some of these students may very well choose to become professional. That's a bonus and worth our efforts to encourage.

(4) Coordinator's visits to high schools should have three purposes: (a) to talk to counselors, (b) to work toward establishing LTA jobs in the school library, and (c) to talk to potential students.

(5) Brochures do not recruit students. A test of materials used in a recruitment program some years back indicated that people do not get recruited by brochures. Two weeks ago in Columbus, Dorothy Johnson and I saw a banner across the square proclaiming "Kick the habit, get unhooked." We both laughed when we imagined two addicts walking down the same street, reading the sign, and saying, "Hey, that's a good idea, let's kick the habit." Well, brochures are just about as effective. You're presenting information that the potential recruit is not ready to hear. They do serve a purpose though -- with those people in whom you have already sparked an interest and who want to know more. However, expensive printing jobs are not essential. Photocopies of the catalog and/or mimeographed sheets with the pertinent information may be even more effective.

(6) Habitual public library patrons compose most of my second career recruits. I'd like to propose enlisting the public libraries in a recruitment program -- posters, exhibits, and briefing sessions for the staffs so they can answer questions about the program. Who knows, we may even break the barrier to LTAs in the public library in this fashion. Yesterday the

suggestion was made that mothers of elementary school children also were very receptive.

(7) In a similar vein, field work assignments for students need not be in places which ave accepted or established LTA positions. We have succeeded in establishing positions and recruiting employees through the field work students.

(8) I am convinced that we must emphasize the social significance of libraries as information centers. In our college, over 200 students have enrolled in social service. Perhaps twenty to thirty jobs are available. I have placed all my graduates (eight to ten) but still do not have 200 or even fifty students. If library service to people were more visible, our job should be easier.

(9) COLT must expand to include local chapters of LTAs. I know this is one of Dorothy Johnson's platform promises and I endorse it 100 per cent. The coordinator of our Medical Assistant's program recently returned from a convention of her national association which she says she just joined. It was started by the medical assistants themselves and only recently. They are now many thousands strong and have invited the teachers of medical assistants to join their organization. COLT has the opposite history. A recruitment program requires an "image" to capture the imagination of the uninformed. We now have enough graduates working in satisfying occupations to provide that image. I have been criticized before and no doubt will be again for not maintaining the separation between professional and nonprofessional.

My faith is in the LTA's ability to know what they can do, and now we should go out and do likewise.

(10) Tours to visit LTAs on the job cannot fail to impress counselors and potential recruits. Several of my graduates actually became transformed by finding satisfying work.

PLACEMENT NEED NOT BE PERPLEXING

Barbara E. Chernik

As I begin, I would like to state that the opinions I express are my own and do not represent those of either my school or my students present at the Workshop today. In fact, the students may argue a few points with me as we go home today.

When Dick Taylor asked me to speak on placement at this workshop, I began mentally reviewing what I considered to be the most important ingredients needed in placing our LTA graduates. I came to the conclusion that placement itself is the last step in the long process of properly recruiting and training Library Technical Assistants. If the other steps are adequately carried out, placing students will not be as difficult as if it is treated as an isolated process.

I believe that proper placement of Library Technical Assistants in jobs which they are qualified to perform depends upon the following factors: Honest and reliable recruitment; a well-planned and executed LTA Program; full cooperation with librarians and libraries; and constant public relations. Let me discuss the importance of each of these.

In order to place LTA graduates in jobs they will be satisfied with and at salaries commensurate with their training and backgrounds, we must be honest with them when we recruit them as students. We should explain to them the newness of the LTA position in most library classification schedules and its slowly

growing acceptance as a paraprofessional position needing specialized training. In the four years I have been involved in planning and developing an LTA program, I have seen the library world accept and welcome this new position and I have received letters and phone calls from librarians willing to hire LTAs.

However, I have also heard my share of librarians' comments that "such personnel are not needed", or "the library's policy is to promote from within", or, the ultimate comment, "Just give me a bright person and I can train him myself." It is only fair that we should discuss such attitudes with prospective students rather than let them hear them from others and be discouraged by them.

We must also be honest with students when we discuss job opportunities and describe the types of duties an LTA will perform. No student should enter or complete an LTA program without realizing he will be supervised by librarians and will not have total responsibility for running a library. If a student has the ability and capability to perform librarian's responsibilities, he should be encouraged at the outset to enter such a program or urged to set his eventual goal at obtaining a bachelor's or master's degree. If a student does not fully understand the type of duties and responsibilities an LTA will perform, he may justifiably be dissatisfied with <u>any</u> placement in a bonafide LTA position.

The variable salary range for LTA jobs should also be discussed with prospective students. The salaries offered in various geographic areas and different types of libraries differ

so radically that students should know about this. I heartily approve of the LTA salary range recommended in the COLT job description. It is an excellent guideline which I have recommended in answer to prospective employers' enquiries on the subject. I do not like to quote salary figures which may be very high for one area and low for another. I also find that the salaries are changing so rapidly that by the time a student graduates, the picture may have changed drastically.

Where I think we need to be most honest with our students concerning salaries is the relationship between the job and the salary. A prospective male student was upset to find that after two years of schooling he might earn less than he could at the local auto plant. I agreed with him, but pointed out that the library duties and responsibilities as well as the contact with people might be more rewarding than the factory job. I believe that if these factors are not important to a student, he should not be in the library field.

Above all, we must be honest with our students when we discuss the prospects of job placement and advancement. The LTA Director should explain the job market to all incoming students. The students should understand that if they want to or have to remain in the nearby geographic area, their job opportunities or salaries may be limited because of the availability of large numbers of qualified personnel. If the students wish to work only in a particular type of job or library, they should realize they may have to accept lower salaries, travel a distance, or wait for a

job opening -- as most librarians now must do. The LTAs will not necessarily be discriminated against, but the students should be willing to compromise their "D'ruthers", especially in these years of the employers' market.

On their part, the students must be interested in working in libraries and performing an LTA's duties. Very few librarians will hire a person, even if he is trained, if the person is not interested in libraries, in serving people, or in doing a good job.

Besides being honest with our students when we recruit them, the schools must have reliable recruitment programs. Schools should not admit large numbers of students and then proceed to flunk out most of them. Also, if possible, the number of students should not be larger than the existing or future placement opportunities. Some programs might more reasonably be discontinued rather than continue to train students for jobs which are not available.

In recruiting and accepting students into LTA programs, the school should encourage and accept those students who can participate fully in the program. Handicapped people can sometimes perform well in LTA positions, and at other times they would not be able to do so. It is much better to discuss these possibilities with a student when he is considering entering the program than to have him complete the program and be unable to find a library job. Disadvantaged students also can participate fully in an LTA program and should not be excluded. The most important responsibility the school has to its students is to have a total commitment to fully training and preparing <u>all</u> of its students for job

employment. If students are accepted into the LTA program, the program should be able to train and place them satisfactorily in an LTA position.

The second factor which influences job placement is that of a well-planned and executed LTA program. There is so much information written on LTA programs, notably the new ALA criteria, that I will only touch on a few aspects of the subject. Every program should be planned and taught so that the students are provided with the best possible library knowledges to satisfy today's libraries' needs as well as their future needs. The programs should allow for flexibility so that a student will be trained to work in all types of library and media situations. We should not let students make the mistake of only preparing for one type of job but should teach them to adapt to any situation.

In order to develop such a program, your library advisory committees should be utilized extensively. They are our strongest allies as well as our future employers. Encourage meaningful participation by these interested librarians. When our program began, I developed behavioral course objectives for every course and then discussed them personally with the advisory committee members and their staffs. The comments I received helped ensure that we would train students in knowledges the librarians thought they should have. An added bonus was that the librarians I visited understood our LTA program better. This latter affect is most important in student job placement because librarians developed a confidence in our program. From these personal contacts and

involvements, we have received several requests to hire our LTAs.

Another aspect of a good LTA program is to design useful program and class assignments. We have designed our class assignments to be useful and have tried to avoid the typical "busywork" assignments wherever possible. I do not mean that the LTA student should be used as free labor to perform routine library duties, but if assignments can be mutually beneficial to the students and local libraries, both of them stand to gain. Some examples of such cooperative assignments at our school are a unit on government documents taught at the nearby university by their Documents Librarian. The students gained invaluable experience checking-in documents and locating the Superintendent of Documents numbers while enabling the Documents staff to catch up on checking-in mail received while a staff member was out sick. For another assignment, the local school library district provided us with a box of books which we used in our weeding and mending units. Books which could be repaired were mended and returned to the library district and the other books were discarded at the end of the units. These assignments have been especially useful because I have found that students perform better when they realize their work will be judged by their future employers.

A most useful course for influencing future job placement is the Work Experience Course. We found that libraries were very willing to participate in this nonremunerative program and to provide students with valid work experiences and supervision. This course also serves as excellent public relations for the LTA

program and for what the students can do. Through this course our students have won over some librarians who were skeptical of the value of such a program and the enthusiasm of other librarians has been reinforced to the point that they have pushed their administrations to establish LTA job positions.

From these latter comments, it should be obvious why cooperation with librarians and libraries is a must for future student job placement. Librarians are human and like to feel they are needed. If they are needed, they feel some responsibility for a program and cooperate in many different ways which the school can never repay. Librarians in our area have given free back issues of professional library magazines for use in the LTA lab, including the National Union Catalog from 1952 on! They have given freely of their time for class visits to their libraries or have come to the class to give visiting lectures on all aspects of library work. These visits have provided invaluable informal student-future-employer contacts and most of the librarians have mentioned that they were very favorably impressed by the students.

Cooperation between LTA students and the local library community can be mutually beneficial in many ways. Mutual projects can be sponsored which will help make the students and their capabilities known to librarians in the area. At the Wisconsin Library Association annual meeting, our students served as guides as well as designed and manned a booth about the LTA program. They also have jointly sponsored a "Library Careers" program with the Kenosha Library Association as well as contributed to the

publicity for other library meetings. A storytelling workshop was sponsored by our school for the library community. Four children's librarians directed the program and the students handled the registration at the meeting as well as organized and served the luncheon for eighty participants. It is cooperative efforts like this which win the acceptance of your program and your students in the library community at large. Schools which conduct LTA programs must realize and recognize that they are not operating in a vacuum but are dependent upon good public relations with the local libraries.

I cannot leave the subject of library cooperation without mentioning the staunch support the Wisconsin Librarians have given to the Library Technical Assistant program. Spearheaded by Dr. Margaret Monroe, a former Chairman of the ALA Committee concerning LTA programs, the librarians throughout Wisconsin have supported our program and sent students to us. Since Wisconsin's unique Vocation, Technical and Adult Education system provides that the state approve the establishment of any vocational or technical programs, Kenosha Technical Institute now offers the only publicly supported LTA program in the state. It will probably remain the only program until such time as the State Board is convinced that the job market would warrant the establishment of a second program in another part of the state.

This status does give our program a unique position in regards to the fourth factor affecting job placement -- that of constant public relations. As the only statewide program, we have been

given the opportunity to report any news items to the Wisconsin Library Bulletin and several articles about our program have been included in this Bulletin. Schools without such privileged status should not be discouraged; they still can obtain publicity for their programs. Local library associations or chapters of specialized library associations may welcome news about local LTA programs. Or, LTA programs in one state or area, for example Chicago, could obtain a column in the state library publication to which all the programs might contribute on a rotating basis. Publicity in all types of library publications, not just our own LTA publications, is needed to familiarize all librarians with the Library Technical Assistant. I am sad to say that if you use the term LTA among many librarians, they would not know what you were referring to, and the term Library Technology means the Library Technology Project to most of them.

Besides publishing articles and information in library publications, another effective public relations format for me has been an annual letter summarizing the activities of the LTA program. This letter was sent out to Head Librarians and Library Directors of all types of libraries throughout the state as well as to interested librarians, teachers, editors, and others. In response to this letter, I have received many offers from librarians to participate in the Work Experience Course as well as some job offers for our graduates.

All persons involved in LTA programs must mount an active campaign to acquaint the library world with the capabilities of

the Library Technical Assistant. The most effective form of publicity and public relations still remains that of personal contact and word-of-mouth. Students, teachers, and directors of LTA programs should participate in library meetings and programs. They should speak about the program whenever possible and explain what the LTA is and what he is trained to do. Informal discussions of this sort have sometimes proven more rewarding and revealing than a formal presentation has been.

This brings us finally to the last step in the placement process -- that of placement itself. This should be a step shared jointly by the students and the school and this process can prove satisfactory if both parties work together. I believe it is the student's responsibility to have the initiative to search out and apply for jobs which will interest him. No student should expect the school to hand him a job on a silver platter -- this is not done in other professions and should not be done here. If a student is interested in a particular type of library or job, he may have to beat the bushes to find exactly what he wants. Likewise, if a job does not satisfy him, he should have the prerogative of turning it down without this affecting his chances for other jobs.

Once the school has trained its students to perform well in all types of library situations, it has the responsibility of publicizing its program and its graduates so that libraries can hire them. The teachers and director of the LTA program should assist the students in their search for jobs. They also should

be able to assess each student's abilities and capabilities and direct him to a job which will interest and satisfy him. Library positions and situations are different enough so that each student should be able to be placed in a job which suits him.

In job placement, the faculty should be careful not to play favorites among the students. Job openings should be advertised to all students, and not to just a few. If several students apply for a particular job, the school should provide the prospective employer with unbiased assessments of each of the student's abilities and leave the process of selection up to the employer.

These few guidelines on placing students in jobs may help schools fill the job openings which will come if they have performed well the other factors I have discussed, i.e. -- if they have conducted honest and reliable recruitment programs, provided a well-planned and executed LTA program, cooperated fully with librarians and libraries and participated in constant public relations.

In keeping with the Workshop format, I think you participants should provide us all with more ammunition which could be used in the placement process. We will divide the audience into groups of about ten people each and ask everyone to "brainstorm", i.e. provide all the ideas you can in answer to the following questions:

1. What kind of institution, company, or organization could use the knowledges learned by the LTA? And in what job capacity?

2. How could LTA students cooperate with librarians and libraries?

3. What steps could be taken to publicize the LTA program both locally and regionally?

From these brainstorming sessions should come many ideas that we can all take home, sift through, and use in developing dynamic LTA programs and placing our LTA graduates.

RESULTS

QUESTION 1: What kind of institution, company, or organization could use the knowledges learned by the LTA? And in what job capacity?

1. Any company with office management positions.
2. Any institution with technical records, e.g., hospitals.
3. Hardware stores -- parts and inventories.
4. Special libraries.
5. Bookstores.
6. Urban League, unions.
7. Cartography.
8. Food industry, e.g., Betty Crocker.
9. Law offices.
10. Jewelry industry.
11. Medical offices.
12. Regional education labs.
13. Industrial company.
14. Television studios.
15. Newspapers.
16. Research oriented organizations.
17. Professional associations (National).
18. Museums.
19. Art institutes.
20. Music institutes.
21. Military institutes.
22. Publishers.
23. Churches (Parish libraries).
24. Film industry job: operating a-v equipment.
25. Federal departmental libraries: directors of libraries without librarians.
26. Teaching assistants.
27. Jobbers.
28. Commercial book processors.
29. Binders.
30. Airlines.
31. Audiovisual salesmanship.

32. Any business requiring reference and retrieval, e.g., Banking, Insurance, Law, Local government, Information agencies, Social service agencies.

In what job capacity?

1. Manage bookstores.
2. Youth counselors.
3. Association with social workers.
4. Scouting.
5. Organization, distribution and inventory control.
6. Administrative assistant.
7. Organization, reproduction, circulation.
8. Labor management.

QUESTION 2: How could LTA students cooperate with librarians and libraries?

1. Participate in library programs.
2. Cooperative programs.
3. Book fairs.
4. Delivering materials to homes of shut-ins.
5. Any volunteer programs in libraries.
6. Exhibits.
7. Assist with children's programs.
8. Developing film programs -- administer, set-up, select, interpret to audience.
9. Fill any temporary need.
10. Give orientation program.
11. Recruitment to the program by word-of-mouth and visiting.
12. Tape story hours.
13. Book reviews or tape others.
14. Make staff manual.
15. Develop job descriptions.
16. Prepare public relations materials.
17. Work with professional librarians' associations at local levels.
18. Involvement with Friends of the Library.
19. Assist in moving of collections.
20. Involvement and identification of their role to professional organizations.
21. Involvement with systems relative to reaching the unreached (for profit).

QUESTION 3: What steps could be taken to publicize the LTA program both locally and regionally?

1. Have a booth at local and national library conventions. Offer service to convention people.

2. Preparation for slide-tape program for employers, for understanding and for recruitment.
3. Student-activated programs, presentations and interest in creating a positive image of the LTA.
4. Regular contributions to local newspapers and school papers.
5. Publicity on student enrollment -- "local kid enrolls..."
6. Publicity in PTA magazines, homemakers' organizations, etc.
7. Regionally based student groups.
8. Persons who employ LTA or LTAs available for program presentation.
9. Recruit in schools.
10. Field work -- internship.
11. LTA grads being excellent workers.
12. Publicize to administrations and personnel.
13. Interviews or feature in local paper (series).
14. Career Days -- LTAs take part in.
15. Newsletters to principals, Directors of Libraries on the success of programs, graduates.
16. Placement newsletters.
17. State library's recruitment program.
18. Talk to prospective employers rather than mail.
19. Keep State Departments of Education informed about LTAs and libraries in general.
20. Send course outlines, brochures to libraries.
21. Open House for librarians, for counselors (high school).
22. Letters to parochial schools.
23. Brochures in supermarkets, laundromats, garages, etc.
24. Information to personnel officers serving governments.

VARIATIONS ON A THEME -- A SUMMARY

Dorothy Johnson

The significant theme that has been dominant in this two-day conference has been one of defining the problems that beset LTAs, training programs, directors of programs, administrative staff of junior and community colleges and every one else connected in any way with the idea of the use of middle level personnel in libraries.

Beginning with Bill Hensley's presentation on Friday morning, and continuing in turn with each speaker who followed, an outline of pressing concerns that still plague us all was the heart of the matter.

The theme had its interesting variation: Bill Hensley's survey of LTA programs gives documentation to that which we all know exists concerning recruitment, attrition, faculty, curriculum, salaries, and placement.

James Wallington graphically described the need to define the LM/TA in terms of the work he performs. Statements saying what we think he is, is not definition enough. The definition can only come about with an analysis of tasks, routines, and problem solving responsibilities. The LM/TA can take his correct place in this hierarchy after this re-evaluation of jobs has taken place.

Duane Paulsen's review of the processes followed in establishing new programs and his outline of the responsibilities of a program director brought to the minds of all of us who have gone this route

the complications and frustrations to be overcome but it gave sure direction to those who are just beginning, and to those who are considering the establishment of programs. An important emphasis in Duane's presentation was that although guidelines exist, they almost always have to be adapted to meet certain unique situations.

A striking variation of the theme was Alice Naylor's media presentation of the problems of recruitment. The video tape session between the LM/TA student and three prospective employers had its revealing moments of honesty and uncertainty: an honest and forthright student revealing through her questions the uncertainty that still exists among employers about fair remuneration for the LM/TA. The interview proceeded well until this point was reached. Alice's presentation reminded us of the amount of work that needs to be done to establish a fair wage for experience and education.

Barbara Chernik's five point plan for placement of graduates is sound and reliable and should bring results, especially in communities where organizations are closer together in spirit and services.

These, then, are the problems. To whom can we look for help outside our own institutions?

1. Advisory Councils. The members of this group must be committed to work to improve programs in every way. Each member may make his own unique contribution, but he is not of much service if he is content to come to meetings only. He must work in his own organization and in the community for the program and

its needs. Advisory Councils should include in their membership LM/TA graduates and students.

2. Institutions of Library Education. Complete understanding and cooperation between all existing levels of library education in the community, state or other locality is of great importance. This is one of the best means of reaching decisions concerning curriculum and faculty.

3. The State Library. How can the State Library help you? Would it be of any significance to invite this organization to make a study of programs in your state, documenting the problems, coming to some conclusions, and making appropriate recommendations? A study of this kind would be made available to libraries throughout the state. Thus giving information where it may be needed.

4. State Library Associations. The Education Divisions of the State Library Association should be interested in all levels of library education in the state. It should be a good source of information and help to programs. Often they need to be advised of your need for their cooperation.

5. American Library Association. This organization has recognized the two-year level of library education with the development and revision of criteria for establishing programs. In what ways can they continue to help? Accreditation? Standards? Materials? Programming? Publicity?

6. The Council on Library Technology. This five-year-old organization has now developed strength and a creditable working

schedule. This has come about as a result of the cooperation among all persons with a common problem. Use its facilities, its officers, its Newsletter for exchange of ideas and materials. Send suggestions and demands to its executive board. It can and will work for you.

APPENDIX ONE

TABLE 1 -- Number and percentage of responding institutions by role in LTA training.

Role in LTA training	Number of replies
Active program	61 (68%)
Discontinued program	11 (12%)
Contemplating program or no program to be established	17 (19%)
Unanswered questionnaire	1 (1%)
Total	90 (100%)

TABLE 2 -- The incidence of full-time and part-time faculty to the incidence of full-time and part-time directors.

Director	Full-time	Part-time	None
Full-time	3	14*	4
Part-time	4	36	--

*Does not include the three programs with a full-time director and full-time faculty.

TABLE 3 -- Approximate course distribution by three subject areas.

Approximate course distribution	Number of programs
50% General 20-25% LTA 25-30$ Related	33
30-40% General 30-40% LTA 20-30% Related	18
70% General 10-15% LTA 15-20% Related	2
No reply	6
One-year certificate	2
Total	61

APPENDIX TWO

SAMPLE QUESTIONNAIRE

GENERAL INFORMATION

Name of Institution_____

Title of program_____

Are LTA courses currently being taught? Yes___No_____

If yes, please fill out remainder of questionnaire.
If no, please answer numbered questions 1-5.

Date of first student enrollment_____

Length of program: 1 year___2 years___other(Please specify): _____

PLANNING

1. The program was developed:
   ____a. for in-service training.
   ____b. at the request of interested students.
   ____c. at the request of the local library community.
   ____d. to meet state requirements for vocational-technical course offerings.
   ____e. other (please specify):

2. Was there a local advisory committee prior to the establishment of the program? Yes___No___

   If yes:

   a. Date of committee organization_____
      At that time how often did it meet?_____

   b. Its role in curriculum planning was: none___
      advisory___other (please specify):_____

   c. Its role in faculty appointments was: none___
      made recommendations___other (please specify):

   d. Does it continue to function? Yes___No____
      If yes, in what capacity?

      At present how often does it meet?_____

3. Was a survey taken of the local library community before the program was established? Yes____No____

   If yes, how was it used?
   a. to determine demand for trained LTAs. Yes___No___
   b. to identify areas where LTA training was needed. Yes___No___
   c. to publicize the projected program. Yes___No___
   d. other (please specify):

   Please attach a copy of the survey results if available.

4. Did you know of other LTA programs at the time yours was established? Yes____No____

   If yes, was there an exchange of ideas and materials between your program and the other? Yes____No____

   If yes, to what extent did this exchange of information contribute to the development of your program (i.e., texts, syllabi, curriculum outlines, etc.)?

5. Do you have a statement of objectives? Yes___No___
   If yes, please list the objectives below or attach a copy.

6. Is there a certification of technical programs in your state? Yes____No____

   If yes, were these certification standards met by your program in the fall of 1970? Yes____No____. If certification is still pending or has been denied, please explain the steps being taken to attain the prescribed standards.

DIRECTOR AND FACULTY

7. Is there a full time director of the LTA program? Yes____ No____

8. Are there full-time faculty, in addition to the director teaching LTA instructional courses? Yes____No____

   If yes, how many?_____

   Average number of teaching hours per instructor:_____

9. How many part-time faculty are teaching LTA courses?_____

Average number of teaching hours per instructor:_____

Other duties are:

CURRICULUM

10. Total number of semester hours required to complete the program:_____hours of LTA courses:____hours of related subjects:____hours of general education_____hours of electives:_____

11. Number of volumes in institutions library:_____

Number of volumes in library science classification:_____

RECRUITMENT AND PLACEMENT

12. Is there a recruitment program? Yes____No____

If yes, promoted by:

a. career counseling_____
b. brochures_____
c. LTA club_____
d. news releases_____
e. other (please specify):

13. Are there qualifying entrance requirements (i.e., prerequisite courses, minimum grade average, etc.) for the program? Yes____No____

If yes, please specify:

14. Is there a placement program for LTA graduates? Yes____ No____

If yes, the placement service is conducted by:
a. library_____
b. counseling staff_____
c. placement office_____
d. other (please specify):_____

15. Are placement records kept? Yes_____No_____

16. Are job descriptions requested of hiring institutions for positions into which LTAs are being placed? Yes____No____